



White Paper

How you can sustainably increase know-how transfer with an LXP

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Problem description

L&D managers are faced with the following questions in the field of internal know-how transfer:

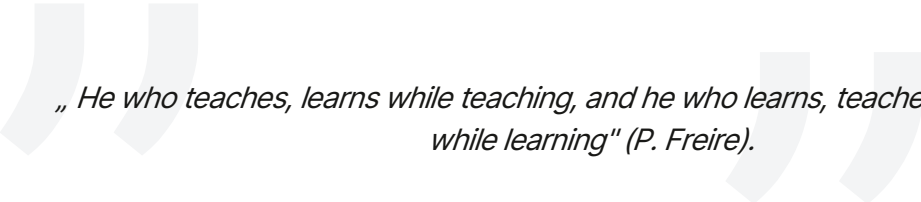
- How can our employees access knowledge as easily as possible, regardless of location, without having to rely on extensive classroom training?
- How are the relevance and practical value for the individual to be assessed?
- How can I facilitate support from in-house experts?

Learning Experience Platforms (LXP) offer a promising solution to these questions, but practical experience shows that the above-mentioned issues are not solved with the introduction of an LXP alone. In addition to establishing a suitable learning culture, it must be ensured that sufficient content is provided or created by the community itself to enable personalised learning.

This white paper highlights the preparatory and accompanying measures that are necessary for the sustainable success of an LXP.

Learning culture

The most important foundation for introducing an LXP is an open learning culture in the company. Employees must clearly recognise and experience the paradigm shift from push to pull. Whereas in the past it was common for learning content - mostly in the form of classroom training or elaborately produced e-learning - to be pumped top-down into the organisation and learners waited rather reactively for the transfer of knowledge, pro-active work in social learning requires a high level of self-motivation and organisation in order to both consume learning content in the community and to create it themselves and thus pass on knowledge. The classic teacher-learner construction dissolves, each user assumes both roles.



„ He who teaches, learns while teaching, and he who learns, teaches while learning" (P. Freire).

In the past, learning was often carried out in specially prepared training environments at dedicated learning times. This learning time was clearly demarcated from the actual working time (working time \neq learning time). By using an LXP, the boundaries between working and learning become fluid. The user learns while working by gaining valuable experience and passing on these lessons learned to other users on the platform in the form of self-created content.

Similarly, when learning, the user works by immediately applying the learning content he or she finds on the platform. Think of the many possibilities of augmented reality (AR) applications that enable on-the-job training. In the best case, the original demarcation between work and learning dissolves completely (working time = learning time).

This requires a fundamental change in thinking, especially at the management level of the company. In addition to the management setting an example of new ways of thinking, the appropriate framework conditions must be created for the employees:

1. Especially in the introductory phase, dedicated free spaces must be created so that learning and the transfer of knowledge become a natural part of daily work.
2. An essential prerequisite for the acceptance of the LXP is the close connection between the learning offers and the work practice in the company. Only if the employee recognises a concrete added value in the use, he is willing to invest precious time in consumption and creation of Learning nuggets.
3. Tolerant handling of mistakes: the content produced by the learners themselves and posted on the platform does not have to be perfect. The same quality standards as in eLearning campaigns formerly produced by agencies must not be set. Rather, the aim is to illustrate a subject as authentically and practically as possible.
4. In addition to the know-how, the know-why is at the core of the teaching. The high level of self-motivation expected from the employees can be put into practice all the more easily the better the employees understand why something should be done this way and not another way.

In the learning space created in this way, learners experience the self-efficacy that comes from creating content together or sharing (external) content.

Use of social media in learning spaces

Use the advantages:

- Stay in touch easily
- Get lot of opinions online
- Be creative when creating learning content

Mitigate disadvantages:

- Quality assurance of content: Either through the community (Badges) or through the company (role) create binding commitment Example: "Information on parental leave" - proven by HR
- Use of compulsory courses
- Get out of the filter bubble look outside your domain

The task of an LXP is to reduce as far as possible any inhibitions that may prevent the creation of new learning content. Practical examples of such barriers can be manifold: an employee does not recognise the importance of his or her own knowledge ("What's there to know...", see school project); there is a lack of confidence to create high-quality content ("I'm not a film director..."); there is simply a lack of willingness to share (no time, no motivation).

The reduction of inhibitions can happen in many ways in the LXP:

- Users are regularly (daily, weekly) asked what they have learned today. This encourages the learner to reflect and to realise that new knowledge has actually been built up without any dedicated "learning" having taken place.
- At this point, the learner is picked up by the LXP and guided through an intuitive creation process. First, the appropriate learning
The first step is to select the appropriate learning format, which should be both compatible with the content and meet the learner's preferences. The Smart Companion can provide very good support here.
- Through the use of appropriate tools (gamification, etc.), the learner is motivated to share his precious knowledge with the peer group.
- Employees are marked in the LXP as experts in certain areas of knowledge or interest and can be specifically questioned by learners about their expert knowledge.

Content

In addition to developing the learning culture, providing appropriate content is a key aspect of successful LXP deployment. The following considerations are relevant:

1. A sufficiently large amount of valid, practical content should be retrievable so that the AI-based recommender systems can automatically recommend content for the individual users. Only then will personalised learning become possible.
2. It will be necessary - at least in the first phase of use - to resort to external content, e.g. by linking content platforms.
3. The medium-term goal should be a good mix of external content (e.g. links to company-relevant standard content) and individual, company-specific internal content
4. Support for the sustainable creation of relevant content can be triggers anchored in the LXP that encourage the user to create learning content and share it with the community when certain actions are performed. For example, when a specific question is posed to an expert, the relevance of this topic becomes clear without the expert being aware of it beforehand (see also box). In this way, a simple answer to a user question can become valuable content for the entire community.

Internal learning content	Format
Brand Style Guide	Knowledge article
LinkedIn guide	Screencast
Performance analysis database	Livestream
How to record worktime	Screencast
Fire safety training / use of fire extinguisher	Classroom training

Programming	Discussion forum
Onboarding	Virtual Classroom
Procedure in the ev Everything about	BigBlueButton Session
Which software tools are used in the company?	Discussion forum
The best freeware and open source graphics	Video
Everything about parental	Knowledge
Network FAQ	Virtual Classroom

In addition to the internal learning content explained in the table, which focuses on sub-name-specific topics and is largely created by the learner, external learning content (see table below) can also be set in the LXP, which mostly refers to existing (standard) content outside the organisation.

external learning content	Format
PHP course	Youtube Video
Basic course MS Azure	Microsoft course
LXP in practice	Vimeo Video
How to use Personio	Screencast
Reading out long-running SQL queries	Oracle Article
Lifelong learning	TED Talk

The aim of an LXP should be to bundle internal and external learning content in a common learning cosmos where the learner can find and learn exactly what he needs in the context of the company.

	Intern	Extern
Scope	Company-specific	Generally valid
Content creation	Content is created by the learner	Content already exists, is only linked
Challenge	Motivation of users to post their own content	Curate the variety of possible content
Added value	Lifhacks that make working within (or outside) the company easier	Clearer and more accurate than searching the internet

Identifying connectable knowledge can become a challenge in the daily routine and employees ask themselves: what knowledge is worth sharing with my colleagues? Often, employees themselves are not even aware of their competencies. Brain researcher Dr Gerald Hüther describes this very clearly in his book #education for future.

In our school projects, rappers, street artists and other artists from the youth scenes are active alongside educators. One of them is our trainer Tom. At one school, he spray-painted the gym of a ninth grade class. Within this graffiti week, the huge outside wall was designed by the students with Tom's help. Not all of them had an affinity for spray cans.

At the end of the week, when everyone was proud, the pupil Lisa said: "Well, there's nothing of me in the picture.

Tom promptly replied, "Yes, Lisa, there is a lot of you in the picture."

"What is it?" asked Lisa in amazement. "I didn't draw a single line. I just can't do this, no matter how hard you tried to encourage me."

Tom responded, "That's right, you haven't drawn a single line. But I noticed that it was you who made sure that every sprayer had the right paint in the right place at the right time all the time. You took care of the others, right from the start."

"Oh, that. Yes, that's nothing special." "It's nothing special to you. You've always done it that way, right?" asked Tom.

"Yes, logically," replied Lisa. "Even at home I just take care of my younger sisters. I've been like that since I was a little kid. Somehow I can't help it. But that has nothing to do with the picture."

"I thought so. Even as a little kid. You're just like that. And that's why it seems so normal, almost ridiculous, for you to mention it. That's how it always is with our gifts."

#education for future, Gerald Hüther, Marcell Heinrich, Mitch Senf, Goldmann Verlag, 2020

Transferred to a company, these hidden competences can be very diverse. In most cases, this expert knowledge goes hand in hand with a fundamental interest in these topics and an associated allocation of time.

The following steps can help on the way to connectable content:

1. Identifying the expert knowledge (what comes easily to the staff, what is "normal" for them)
2. Recognising the importance for the team (what I do is important)
3. Create confidence on the part of the employee to be able to pass on the knowledge (I can document my knowledge without having to rely on external agencies, for example)
4. Create willingness to share the know-how (through intrinsic and extrinsic motivation)

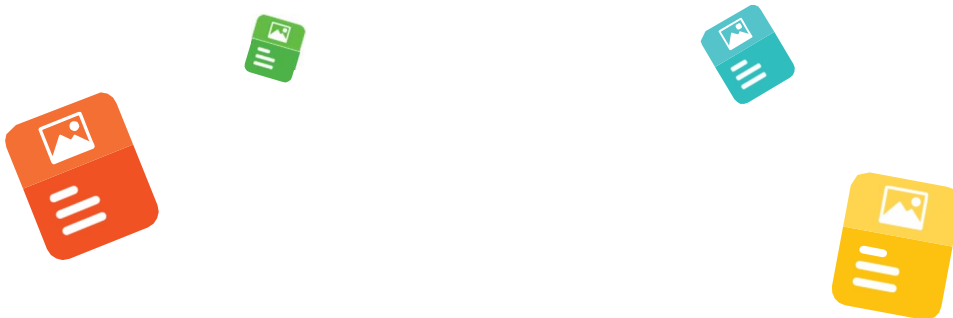
The Smart Companion as a user interface to the Recommender System can provide useful support:

1. What interests does the user have
2. What content does the user consume, how does he evaluate the content
3. Which internal content is created by the user, which external content is linked to
4. What is the quality of the content posted (good rating by the community)

Learning Nuggets

Learning nuggets are independent mini-learning elements that divide a larger complex of topics into individually retrievable units. This gives the learner the opportunity to consume the desired content largely independently of time, without having to allocate a large block of time for it. In practice, waiting times (e.g. underground, waiting room, ...) are particularly suitable for the use of learning nuggets.

For example, instead of a 4h presentation course, a certain learning objective could be achieved in 20 nuggets of no more than 5 minutes, provided that one takes into account that the learner already knows certain content and that the units can be skipped. In this case, we speak of connectable content, i.e. content that directly docks with the learner's existing knowledge and expands it.



Through the use of different learning formats, redundancies can also be quite desirable. Imagine the different formats as spotlights that illuminate a certain subject area.

For example, a topic could be presented both as a knowledge article and in the form of an interactive video or screencast. The use of small-part learning nuggets makes it easy to switch to the second or third spotlight in order to fully penetrate the topic.

Nuggets are especially predestined for use in mobile learning, as the content can be consumed on-the-fly.

When selecting an adequate LXP, one should therefore pay attention to the consistent implementation of the "mobile first" strategy.

Personalised learning

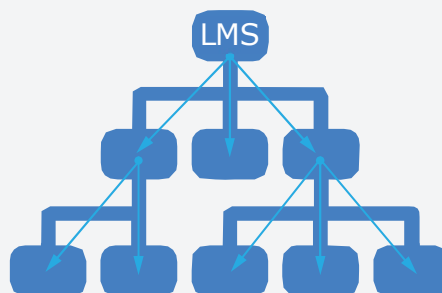
While in the classic LMS, knowledge is transferred top-down through predefined content, the LXP goes one step further. The "X" is at the centre - the transfer of the employees' experience. The content provided should be as practical as possible, so that learning spaces that used to be outsourced to training centres can be brought right into the company. Like an internal Google search, employees can independently explore, find and recommend.

Through the development of individual skills and passions, personalised learning becomes possible and the potential inherent in employees can be discovered and specifically promoted.

Characteristics of the classic LMS:

- Knowledge transfer takes place top-down (PUSH)
- Central administration of learning content (specifications e.g. by HR)
- Fixed teacher-learner constellation
- Ready-made content is predefined

LMS-Top-down-Approach



A Learning Management System (LMS) in combination with classical face-to-face training is not effective in certain cases, e. g.

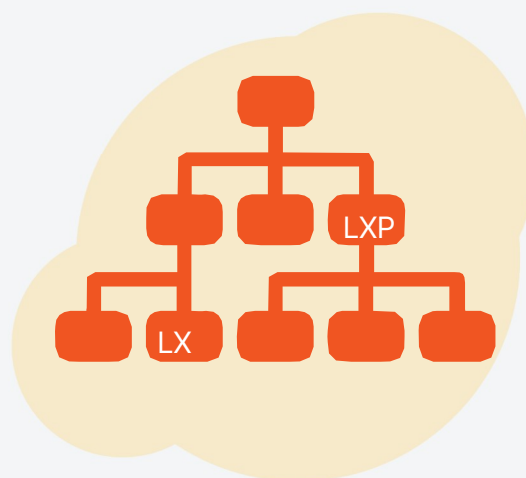
- When there is no minimum number of participants (e.g. onboarding).

- If knowledge is to be transferred not only once, but also later (e.g. best practices)
- When small learning units (learning nuggets) are more transferable than large training blocks

LXP means blended learning consistently thought through further in the direction of a social learning community:

- Multiple Nucleus
- Focus on the learner (individualisation)
- Driven by the Community
- Independent choice of relevant topics (PULL)
- Learners are teachers and vice versa
- Content can and should be created by the learners themselves
- Closer to practice, as more small-scale and up-to-date (best practices, lessons learned)
- Internal Google search within the company

LXP-Multiple-Nucleus-approach



Selection of the LXP

As explained above, the paradigm shift from LMS to LXP leads to a consistent focus on the learner. When selecting an LXP, the following success factors should be considered:

1. Usability

The key to the acceptance of a Learning Experience Platform in the company. Learners easily create new content on user interfaces that are as intuitive as possible, thus enabling a variety of different learning formats in the learning community. Especially in mobile learning, learning nuggets can be consumed very easily without having to consult extensive user documentation beforehand.

2. Motivation

In contrast to the classic LMS, where the content is usually distributed via a central administration (push), the learner is much more independent on his or her learning journey with the LXP (explore - find - recommend). Thus, it should be in the interest of the company that employees are maximally motivated to follow this autonomous path.

Intrinsic motivation (the inner motivation that arises from within) plays a major role here: people simply enjoy doing certain activities because they are fun, meaningful or challenging, or simply because they are interesting. Once a learner has realised how exciting it can be to work with a Smart Companion, or how easy it is to gain connectable knowledge through learning nuggets, using the LXP becomes a ritualised act.

The *extrinsic* motivation (caused by external stimuli) manifests itself in particular through the use of gamification.

3. Agile development

A future-proof LXP not only grows dynamically in terms of the learning content created by the community, but also in terms of the functional scope of the platform. The learning community also decides on the feature roadmap.

An optimised provision of collaborative learning worlds is only possible if it is known what learners demand.

It is known what learners demand - both in terms of content and functionality!

4. Pandemic compatible

In normal operation, the corridor radio in the company was an important channel for exchanging information. The famous coffee or smoking break was a popular form of social learning. Unfortunately, such opportunities are rare in the home office, and online meetings tend to be characterised by the factual processing of to-do lists. This is where the Learning Experience Platform comes in: by using social media, employees are encouraged to also exchange informal topics and thus stay in touch better even during the pandemic. The threshold for posting a supposedly less important topic on the platform is lower than, for example, calling a meeting; at the same time, the content is persisted in the LXP and is easier to find than, for example, in a normal chat.

Survey:

What are the incentives to use an LXP (source: Aprenia user survey)?

Easy to use

Knowledge is structured in such a way that you have to ask fewer questions

Easy knowledge transfer possible

Continuing education, not only professional

Improvement of internal processes Reward from the company

Achieving a common goal (e.g. donation)

Conclusion

Know-how transfer is a very important topic in modern companies. The use of a classic learning management system (LMS) is no longer sufficient for the complete implementation of all potentials (social learning, AI-based recommender systems, motivation through gamification, etc.).

New forms of knowledge transfer are conquering the physical and virtual learning spaces in companies. The Learning Experience Portal (LXP) will certainly not replace the LMS in the near future; rather, it represents a meaningful extension within the framework of the corporate Learning Technology Strategy.

When introducing an LXP, a holistic approach is required that not only focuses on the software, but also on the key factors of learning culture and content delivery that make personalised learning possible in the company.

Further information

Aprenia live webinar registration

We are very pleased that you are interested in our social learning experience U2D Aprenia.

In our approx. 60-minute live webinar, we will give you a general overview of the system and then guide you live through the platform. We will also be happy to answer all your questions about U2D Aprenia.

You can now choose a suitable date and register. register. We look forward to your participation and exciting discussions!

[Register now!](#)

Trial Version

Try U2D Aprenia now for 30 days free of charge!

Fill out the form and you will receive a login for your personal U2D Aprenia test system.

You can then test it for 30 days free of charge and without obligation!

[Test know!](#)

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